

# **World Languages and Cultures**

## **Feasibility Study**



**Marlborough School District  
Marlborough, CT.**

**October 24, 2013**

**David P. Sklarz, Ed.D.  
Superintendent**

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# **Introduction and Background**

## **Introduction**

At their regular Board of Education meeting on April 25, 2013 the Board voted to direct the Superintendent and Administration to conduct a feasibility study as to the educational merits, cost effectiveness, degree of community support and implementation options for a World Language and Cultures Program to include grades 1-6 at the elementary school. Included in that study would be the following components:

1. Research and Best Practices
2. Community Survey
3. Model Program Option
4. Cost Analysis
5. Summary of Findings
6. Recommendation by Superintendent

This report is prepared based on analysis of research and best practices. The bibliography for that research is included in the report. This report utilizes a writing style that is user-friendly, citing sources only as necessary for understanding and discussion.

## **Background**

The formal Spanish Program began in the fall of 1988 with 4<sup>th</sup> and 5<sup>th</sup> grades meeting 3 times per week for 20 minutes per class and taught by a 0.5 FTE teacher. Later the program expanded to include the 6<sup>th</sup> grade and the position increased to a 0.8 FTE position. Finally the program grew to also include 3<sup>rd</sup> grade and the position became full time. It was taught by an individual teacher and part of the student's program of studies at those grade levels. The program design was to expose students to a study of another world language and culture. In the early stages of the program, the classroom teachers were expected to be in attendance during this world language instruction so that they could enhance the new vocabulary and cultural understanding as part of the daily curriculum. That practice was discontinued several years later at the request of the then Spanish teacher and provided the classroom teachers at those grade levels additional planning time. The world language instructional time was made available by shifting aspects of the curriculum to classroom teachers or support staff such as social worker, psychologist and librarian.

In recent years several parent surveys were conducted during the budget preparation process to assess budget and program priorities. On at least two occasions, the parents overwhelming cited small class size as their highest priority and world language as a far lesser priority in terms of spending but also clearly stating a desire for both. The quality of the program, as it existed, also had mixed reviews from parents and students but that is only an anecdotal observation.

In 2009 we experienced a worldwide recession that affected every school district in the nation, state and certainly locally that forced tough economic decisions for school leaders and elected officials. The Board of Education, in its budget deliberations and with great angst, decided to

eliminate the world language program in the 2010-11 budget in favor of maintaining smaller class size and other program priorities. At that time it was the voice of the Board that the need and viability of a new and improved world language program would be considered for implementation in the future.

As a stop gap measure, the Board appointed a World Language and Cultures subcommittee to propose after-school alternatives to help support student interest in a second language study. This committee met on several occasions and presented its finding and recommendations to the full Board at a regularly scheduled meeting on April 25, 2013. A cover letter of the report of that committee states the following:

“The World Languages and Cultures Subcommittee examined a variety of language program options beyond the school day. Our Superintendent helped provide guidance to the subcommittee when he suggested that our mission would be “to provide a wide range of opportunities for students to explore the learning experience of World Languages and Cultures in a variety of different settings, languages and learning approaches.” The task for the World Language and Cultures Subcommittee was to explore options that would help students to develop an interest in different cultures and languages and to inspire future global awareness and language studies. In these options, students might learn about many languages, rather than learning a specific language. In addition, the learning could include learning basic words and phrases in one or more languages, developing listening skills, cultural awareness and linguistic awareness. This supports MES’s mission statement: “In a partnership of family, school, and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.”

The Board later made a determination that it would direct the Superintendent and administrative staff to conduct a feasibility study of implementing a new and improved World Language and Cultures program based on research and best practices, parent and community support for such a program and financial commitment.

The following report addresses those issues and presents to the Board and broader community its findings, implications and economic impact and, most important, the educational benefit for our children.

# Synthesis of Research, Best Practices and Model Programs

## Synthesis of Research

The review of the literature on research and best practices of World Language programs in the elementary schools reflects studies and research which began as early as the 1960's and continue to the present day. The earlier studies focused more on the early implementation of elementary programs and evolved to more in-depth analysis on the impact of these programs beyond the learning of the language to more substantial learning in other subjects and skills.

As early as 1963 researchers were exploring much deeper benefits of a World Language program for younger children. An article that appeared in the "French Review" in 1963 describes a study of classes of third grade children in New York City and suburban New York schools who were taught conversational French for 15 minutes daily. After one year they were evaluated for French skills, and their scores on the Stanford Achievement Test were compared with scores of children who had not received French instruction. All statistically significant differences were in favor of the experimental group, and seven of eight mean differences were in favor of the experimental group. Children were judged to have pronunciation and fluency in French superior to that of high school students with the same amount of instruction. As renowned educational psychologist Jean Piaget argues, children at a younger age "tend to be more open-minded in general in elementary school than they are at a later age. They are more interested in learning about the world around them and more enthusiastic about different cultures; this helps lead to a more positive, tolerant attitude, particularly toward the culture and country whose language they study."

The four decades of research of the benefits of a second language was best summarized in a December 2007 NEA Research paper, "The Benefits of a Second Language Study: Research Findings with Citations." This study concluded that second language study at the elementary level:

- Benefits academic progress in other subjects
- Narrows achievement gaps
- Benefits basic skills development
- Benefits higher order, abstract and creative thinking
- Enriches and enhances cognitive development
- Enhances a student's sense of achievement
- Helps students score higher on standardized tests
- Promotes cultural awareness and competency

In another statement in that report they cite a Marcos & Peyton study in 2000 that states that "Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learners, research has found a positive link between second language proficiency and cognitive and academic ability. (And) a multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness."

## **Best Practices**

The decades of research has provided quantitative and quantifiable evidence of the significant short and long term effects of a World Language Program with great emphasis on the importance of starting early in the elementary grades.

Over that same period of time, researchers and specialists have studied what types of programs had the greatest impact on children and most powerful long-term results. What emerged were five program types that were based on the common principles that they are; sequential, cumulative, continuous, proficiency-oriented and part of an integrated K-12 sequence.

The five program types are:

- Total Immersion with 50-100% of subject matter taught in foreign language;
- Two-way Immersion with at least 50% of subject matter taught in foreign language;
- Partial Immersion with approximately 50% of subject matter taught in foreign language;
- Content-Based/Content-Enriched FLES with 15-50% of subject matter taught in foreign language; and
- FLES with 10-20% of time spent learning language per se.

The most popular and most common model in the United States uses the FLES (Foreign Language in Elementary Schools) Model and that is the model for this report and final recommendation. In a monograph, “The ABC’s of Elementary School Foreign Language Programs: A Guide for Parents”, FLES (pronounced “flestar”) is simply defined as a type of “early-start” elementary foreign language program. These programs are most successful when planned and implemented in the context of both the total elementary school program and the K-12 foreign language sequence.

In a report from Brown University, “Perspectives on Policy and Practice,” in December 2000 where in “Establishing High Quality Foreign Language Programs in Elementary Schools” they cite 8 characteristics of successful programs:

1. Enjoyable, meaningful language lessons;
2. Curriculum based on the National Standards for Language Education;
3. Clear program goals;
4. Regular program evaluation;
5. Accessibility for all students;
6. Communication and coordination across content areas;
7. Articulation among grades in elementary schools and from elementary to later grades; and
8. Well qualified teachers who receive regular professional development.

The American Council of the Teaching of Foreign Languages (ACTFL) has created a list commonly referred to as the 5C’s to guide program development of World Language.

1. **Communication:** The communication standard stresses the use of language for communication in “real life” situations. It emphasizes “what students can do with language” rather than “what they know about language.”

2. **Comparisons:** Students are encouraged to compare and contrast languages and cultures.
3. **Communities:** Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.
4. **Connections:** World languages instruction must be connected with other subject areas.
5. **Cultures:** Cultural understanding is an important part of world languages education.

### **Model Programs**

What has emerged over time as the most commonly implemented program for the study of a World Language is the FLES program. This program is the most easily implemented as an integral part of a student's day and program of studies. Language specialists would recommend a minimum of 30-40 minutes, per class, 3-5 days per week with a majority of time spent learning the language. This model is based on the research of how students best learn the study of a second language. Two to three times per week with 30-40 minutes each meeting optimizes this learning process. This also allows time to make learning a second language important in the view of the children and enough time to enjoy it as a positive experience. To maximize the impact, the other curricular subjects must reinforce the language learning. The daily classroom teacher is most important but we must not ignore the other of the children's teachers. An art teacher can reinforce the colors, shapes, etc. in the second language, a physical education teacher can reinforce timed student activities in the language, and a music teacher can reinforce beats, etc. in the language -- simple but important reinforcement.

In much of the research, Glastonbury's foreign language program was often cited as the model to be replicated. As of this writing, Glastonbury has a grades 1-5 program with grade 1 meeting 2 times a week for 15 minutes, each as an introduction. Grades 2-5 meet 3 times per week for 25 minutes each session. In reviewing options to implement a model program, we have used Glastonbury and compared it with our former program delivery model.

The research and findings on the multiple benefits of an early exposure to a second language study is undeniable. Yet only about 30% of U.S. elementary schools provide an elementary World Language program for their children. Researchers have followed up on this question and have determined there were several familiar reasons but the most compelling is the lack of understanding of the benefits. Simply, everyone understands and accepts the benefits of the 3 R's and even physical education and now science, technology and math (STEM) program but has not come to realize the improved cognitive skills, academic performance in all areas, creative thinking and cultural awareness, to name just a few. With the introduction of "No Child Left Behind" and now the Common Core Curriculum, there seems to be no time in an already exhaustive student schedule. In difficult economic times school districts have had to choose between conflicting interests such as class size or a World Language program. Then there are those few that express a form of "Americanism" in which the ability to speak a foreign language is viewed as unpatriotic and un-American. All of the above sentiments were voiced to a very small degree in the MES survey responses and comments section.

## Summary of Survey Results

The World Language and Cultures survey was created to provide a broad base of community input upon which the Administration and Board of Education would make a determination about implementing a World Language and Cultures Program. The survey was based on assessing a community's beliefs about a World Language and Cultures Program and the degree it was valued as an important part of an elementary curriculum that would benefit children and the value placed on the importance of time and money spent on such a program. As of the closing date of October 4, 2013, the following number of surveys were completed:

- A total of 326 responses
  - 163 from residents with child(ren) currently attending Marlborough Elementary School
  - 19 from residents who will have child(ren) attending Marlborough Elementary School
  - 82 from residents who have had child(ren) attend Marlborough Elementary School
  - 34 from residents without children attending Marlborough Elementary School
  - 28 from Marlborough Elementary School faculty/staff members

There were 12 questions and a section for any further comments or suggestions. The survey used a Likert Scale from Strongly Agree ("SA"), Agree ("A"), Disagree ("D"), Strongly Disagree ("SD") and No Opinion ("NO"). When combining "A" and "SA" categories the survey results reflect a strong support for a World Language program among all groups, even those without children in school. The highest ranking question which received 61.6% "SA" was:

"I believe that a world language program is a necessary part of the Marlborough Elementary School curriculum" with a 78.3% combined "SA/A".

It is interesting to note that 86.3% of the respondents "A/SA" with question #3, "I believe a world language program should focus on conversational understanding of the language." This reflects a belief that the conversational aspect of a World Language program is highly valued and should be considered in our program development. While at the same time 76.3% "A/SA" with the importance of a world cultures aspect of the program in question #2, "I believe world cultures should be an equally important part of a world language program." This is further supported with a "SA/A" for the belief that a World Language Program "better prepares children for a culturally diverse world" in question #9 with 80.3% "SA", one of the highest "SA" at 59.7% and one of the lowest "SD" at 7.5%.

On the question of time in a student's day devoted to the study of a world language, 80.1% "A/SA" with question #4, "I believe the time in a student school day spent on an elementary world language program is time well spent". When asked, however, whether the school day should be extended to accommodate a World Language Program, the responses reflected a different response with only 35.9% "A/SA", 57.2% "D/SD" and the highest percentage of respondents indicating "NO".

On the issue of cost in question #5, “I believe the additional cost associated with a world language program is money well spent”, the survey responses were 77.2% “SA/A” and 15% “SD/D”.

On the issue of family option, the respondents had mixed beliefs with 32.7% “SA/A”, 56.6% “SD/D” and with one of the largest percentage of “NO” at 10.7%. This would indicate not a strong belief of allowing the option for children and families and that would be consistent with the importance placed on the program.

Question #6, “I believe that the classroom teacher is an integral part of any world language program” seeks to determine public opinion on whether the classroom teacher should be an integral part of the program as it is in some schools. The survey results indicate that 78.3% of the responses “SA/A”, the lowest percentage (14.8%) respondents indicating they “SD/D” and 6.9% having “NO”.

Finally, the question that sought public beliefs on whether a world language better prepared children academically is question # 8, “I believe children are better prepared academically because of a study of a second language” with 78.2% “SA/A” and 18.7% “SD/D” with that belief. That may be an indication of not being aware of the compelling evidence of the impact world language study has on other academic learning.

When reviewing the results of the survey through a lens of the various groups, (1) resident with child(ren) currently attending Marlborough Elementary School, (2) resident who will have child(ren) attending Marlborough Elementary School, (3) resident who has had child(ren) attend Marlborough Elementary School, (4) resident without children attending Marlborough Elementary School and (5) Marlborough Elementary School faculty/staff member, several associations can be made.

### **1. Resident with children currently attending Marlborough Elementary School**

This group was the highest number of responders and reported the highest ranking of “A/SA” (80-90%) on the issues of importance, conversational focus, time spent, cost, classroom teacher role, academically prepared and preparing for diverse world. They were also the lowest ranking of “D/SD” on issues of family choice and extending the school day. This would lead us to believe the parents with children in school have strong feelings about the importance of a world language cultures program and feel time and money devoted to the program is well spent. Likewise, they as a group disagree with extending the school day or allowing parents the option to not participate in the program. Four out of five parents with children in school indicated that Spanish was the desired language with French a distant second. Half of these respondents expressed their preference for starting in grade 1 and 8.5% had no opinion.

### **2. Resident who will have children attending Marlborough School**

A similar pattern emerged from parents who will have children attending school in the future with those who currently have children in school. This was a relatively small sample with only 19 respondents. On the question of conversational language, all but 2 of the 19 respondents rated it as “SA/A”. They varied from parents who have children in

school on the issue of parent choice and extending the school day if necessary. Again this group preferred starting in grade 1 and Spanish as the language taught.

### **3. Resident who has had child(ren) attend Marlborough Elementary School**

This subgroup has had children who have had a previous experience in the Spanish program and may be responding or influenced by their prior experience. They rate the following items lower than the other parent respondents which may reflect their own child's personal experience in the former Spanish program:

- a. Importance
- b. Better academically prepared
- c. Time spent
- d. Cost

Additionally only 48.2% favored starting in grade 1 and Spanish once again the preferred language with French second.

### **4. Resident without children attending Marlborough Elementary School**

This group has the least personal experience with the school or the former of Spanish program but concerned and interested enough to voice their views and beliefs as part of the survey. It is interesting to note that on the question of importance of the program, 39.4% "SA" and 27.3% "SD". This was a difficult question because if you strongly disagreed it appeared more difficult to answer some of the other statements. However, except for the role of teacher (18.8%), there were few responses with "NO". In this group about one-third disagreed that the program should be optional, is a necessary part of the curriculum, importance of world culture, time spent in the day, extending the school day and cost of the program. Likewise, two-thirds of the respondents agreed and strongly agreed with these same issues. This may simply be explained that if you do not believe the program is an important part of the curriculum (39.4%), you are more likely to have a view that the cost, time and importance of diversity would be less supported as well. It is interesting to note that 34.4% of all respondents suggest starting in grade 1 and 40.6% having no preference. On the question of which language, 56.2% favored Spanish and 31.3% favored a language other than Spanish, French or Chinese. There were no suggestions of that other language in the comments section.

### **5. Marlborough Elementary School faculty/staff member**

The teachers and staff as a group evidence strong support for the World Language Program with a high percentage (92%) "SA/A" with the program as a necessary part of the curriculum, 93% with conversational aspect, 93% with time well spent, 89% additional cost, 93% better prepared academically and 96% better prepared for a culturally diverse world. On the issue of family option, 86% "SD/D" and on the issue of extending the school day, 82% "SD/D". Overwhelmingly, 86% favored starting in grade 1 and 82% favored Spanish as the language with Chinese second.

## Program Design

Based on research and best practices, program models, scheduling challenges, cost considerations and educational needs of our children, the program design below would best meet the needs of our children and be an educationally sound and fiscally responsible model for the Marlborough Elementary School.

The program design below is based on several premises:

1. That the number of classes will be based on the actual number of sections per class.
2. That the average class size will be approximately 20 students.
3. That the program will be offered in grades 1-6.
4. That the meeting times will be two (2) sessions of 25 minutes in grades one and two.
5. That the meeting times will be three (3) sessions of 25 minutes in grades 3-6.
6. That the World Language teacher will teach the lessons in the student's classroom.
7. That the teacher's schedule will be comparable to all special subject area teachers and be in full compliance with the negotiated agreement with the Marlborough Education Association.

Program Design					
Grade	# Sections	# Students section/grade	Class meeting time/sections	Teacher instructional time/section	Total teach time/grade
1	3	20/60	2x25=50 min.	50 min.	2 hrs. 30 min.
2	4	20/80	2x25=50 min.	50 min.	3 hrs. 20 mins.
3	5	20/100	3x25=75 min.	1 hr. 15 min.	6 hrs. 15 mins.
4	5	20/100	3x25=75 min.	1 hr. 15 min.	6 hrs. 15 mins.
5	4	20/80	3x25=75 min.	1 hr. 15 min.	5 hrs.
6	5	20/100	3x25=75 min.	1 hr. 15 min.	6 hrs. 15 mins.
<b>TOTAL</b>	26	520			

## Cost Analysis

Budgeted average salary for a full-time teacher is \$66,887 (Masters +15, Step 7). This is such a unique field and a teacher shortage area. With our need for a veteran FLES teacher with curriculum development experience, we should assume salary and benefits in the \$70,000 range. A breakdown of cost is as follows:

### Phase I – Planning and Hiring for FY 2013-14

Recruit and hire a highly qualified teacher for program planning, \$ 45,194  
curriculum development, professional development and work  
with grade 6 teachers and students

Supplies and Materials	<u>3,000</u>
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<b>TOTAL</b>	<b>\$ 48,194</b>
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### Phase II

1.5 FTE salary and benefits	\$ 143,981
Summer curriculum work	2,500
Professional development	1,000
Supplies and materials, text, software	<u>\$ 4,000</u>

<b>TOTAL</b>	<b>\$ 151,481*</b>
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\*NOTE: This may be less depending upon the final schedule and class size.

## **Summary and Recommendation**

There is compelling evidence, both in research and best practices of high performing schools, that an elementary World Language curriculum enhances an elementary program of studies and better prepares children for the multi-cultural world in which they live. The benefits of a second language study were summarized in a review conducted by researchers for the National Education Association in the December 2007 issue and cited below:

### **Research Findings – Second Language Study**

- Benefits academic progress in our subjects
- Narrows the achievement gap
- Benefits basic skills development
- Benefits higher order, abstract and creative thinking
- Enriches and enhances cognitive development
- Helps students score higher on standardized tests
- Promotes cultural awareness and competency

Further, our children of today are growing up in a global society that is encouraging more multi-cultural and multi-ethnicity awareness. A world language in a child's elementary years gives children greater insights into other cultures and builds cultural competency skills in a way no other subject can.

It was also very clear in the survey conducted to assess the broad-based community beliefs and values regarding a World Languages and Cultures Program that there is strong community support for a World Language Program at our school.

Based on the research and experiences of similar high performing schools in our state and nation and reflecting the beliefs and values of the community, the Superintendent and Building Principal recommend the following:

**That the Board of Education receive and review the Feasibility Study and the findings included in this report and accept the recommendation to fully implement a Spanish World Language and Cultures Program of studies for all students in grades 1-6 beginning in the 2014-15 school year.**

Included in the recommendation are the following action steps:

1. Recruit and hire a veteran elementary Spanish teacher in the spring of 2014 for the purpose of developing a comprehensive Spanish program.      **Total cost: \$ 48,194**
2. Prepare for the FY 2014-15 budget a full-time teaching position and all necessary supplies and materials to support the curriculum.                  **Total cost: \$151,481**
3. Report to the Board of Education on the on-going progress in the development of the Spanish curriculum, to include measurable outcomes.

I thank our entire community for making their views and suggestions known throughout the process and the Board of Education who have committed to this study and support of a World Language and Cultures Program.

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## **SUPPLEMENTAL MATERIALS**

**Marlborough Board of Education  
Parent/Staff/Community Survey**

**Response Summary**

**Need more responses?**  
Total Started Survey: 295  
Total Finished Survey: 295 (100%)

PAGE: 1

1. Category of Respondent: Please identify one of the following categories that would describe yourself in relationship to our school:

[Create Chart](#)

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	Response Percent	Response Count
A resident with child(ren) currently attending Marlborough Elementary School	53.6%	158
A resident who will have child(ren) attending Marlborough Elementary School	5.4%	16
A resident who has had child(ren) attend Marlborough Elementary School	21.7%	64
A resident without children attending Marlborough Elementary School	9.8%	29
A Marlborough Elementary School faculty/staff member	9.5%	28
answered question		295
skipped question		0

2. World Language Program

[Create Chart](#)

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	Strongly Agree	Agree	Disagree	Strongly Disagree	No	Rating Opinion	
				Average	Count		
I believe that a world language program is a necessary part of the Marlborough Elementary School curriculum.	65.2% (191)	17.1% (50)	6.5% (19)	8.9% (26)	2.4% (7)	4.34	293
I believe world cultures should be an equally important part of a world language program.	44.9% (131)	34.9% (102)	9.2% (27)	6.8% (20)	4.1% (12)	4.10	292
I believe a world language program should focus on conversational understanding of the language.	57.3% (168)	32.1% (94)	2.4% (7)	4.4% (13)	3.8% (11)	4.35	293
answered question							295
skipped question							0

2. World Language Program						Create Chart	Download
I believe the time in a student school day spent on an elementary world language program is time well spent.	58.6% (171)	24.7% (72)	6.8% (20)	7.2% (21)	2.7% (8)	4.29	292
I believe the additional cost associated with a world language program is money well spent.	56.5% (165)	24.0% (70)	6.8% (20)	9.9% (29)	2.7% (8)	4.22	292
I believe that the classroom teacher is an integral part of any world language program.	47.4% (137)	31.8% (92)	9.0% (26)	4.2% (12)	7.6% (22)	4.07	289
I believe world language in an elementary school should be a family option.	11.1% (32)	19.7% (57)	35.3% (102)	22.1% (64)	11.8% (34)	2.96	289
I believe children are better prepared academically because of a study of a second language.	57.2% (167)	23.3% (68)	9.2% (27)	6.8% (20)	3.4% (10)	4.24	292
I believe a study of a world language better prepares children for a culturally diverse world.	61.9% (180)	21.6% (63)	8.6% (25)	5.2% (15)	2.7% (8)	4.35	291
I believe, if necessary, the school day should be extended to accommodate a world language program.	19.0% (55)	19.0% (55)	31.0% (90)	23.4% (68)	7.6% (22)	3.18	290
						answered question	295
						skipped question	0

3. I believe a World Language Program should start at grade... (select one)			Create Chart	Download
	Response Percent	Response Count		
2	54.2%	160		
3	9.5%	28		
4	9.8%	29		
5	4.7%	14		
6	2.7%	8		
No Preference	5.8%	17		
	13.2%	39		
			answered question	295
			skipped question	0

4. My preference for a world language is (select one)			Create Chart	Download
	Response Percent	Response Count		
			answered question	295
			skipped question	0

4. My preference for a world language is (select one)	Create Chari	Download
<b>Spanish</b>	75.6%	223
French	7.5%	22
Chinese	6.8%	20
Other	10.2%	30
	<b>answered question</b>	295
	<b>skipped question</b>	0

5. PLEASE OFFER ANY COMMENTS OR SUGGESTIONS YOU MAY HAVE THAT WOULD BE HELPFUL TO THIS SURVEY	Download
	Response
	Count
Show Responses	118
answered question	118
skipped question	177

**MARLBOROUGH COMMUNITY SURVEY**  
**WORLD LANGUAGE & CULTURES AND FULL-DAY KINDERGARTEN**  
Administered September 2013

**Part I.**

I am:	YES	NO
A resident with child(ren) currently attending Marlborough Elementary School	5	_____
A resident who will have child(ren) attending Marlborough Elementary School	3	_____
A resident who has had child(ren) attend Marlborough Elementary School	18	_____
A resident without children attending Marlborough Elementary School	5	_____
A Marlborough Elementary School faculty/staff member	0	_____

**Part II. WORLD LANGUAGE AND CULTURES PROGRAM**

Please ,/one

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I believe that a world language program is a necessary part of the Marlborough Elementary School curriculum.	8	4	5	13
2. I believe world cultures should be an equally important part of a world language program.	6	6	6	11
3. I believe a world language program should focus on conversational understanding of the language.	8	6	0	10
4. I believe the time in a student school day spent on an elementary world language program is time well spent.	7	8	4	11
5. I believe the additional cost associated with a world language program is money well spent.	9	4	5	11
6. I believe that the classroom teacher is an integral part of any world language program.	9	10	5	4
7. I believe world language in an elementary school should be a family option.	7	8	8	6
8. I believe children are better prepared academically because of a study of a second language.	11	5	4	9
9. I believe a study of a world language better prepares children for a culturally diverse world.	11	3	6	9
10. I believe, if necessary, the school day should be extended to accommodate a world language program.	3	2	8	16

	1	2	3	4	5	6	No Preference
11. I believe a world language program should start at grade... (select one)	7	1	1	3	1	5	8

	Spanish	French	Chinese	Other
12. My preference for a world language is... (select one)	17	4	0	0

**Part III.**

PLEASE OFFER ANY COMMENTS OR SUGGESTIONS YOU MAY HAVE THAT WOULD BE HELPFUL TO THIS SURVEY.